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IDENTIFIERS	Joliet Community College IL

ABSTRACT

Seven area high school districts, two area vocational centers, and Joliet Community College (JCC) voluntarily joined together to develop a regional planning statement regarding objectives for a collaborative and coordinated high technology education program. As a part of this project, four high schools are working together with JCC to develop and implement an articulated computer-aided drafting curriculum. During the course of the project, monthly meetings were held with the chief vocational administrators in the community college district area. Included among the major accomplishments of the plan were the submission and approval of a regional quality assistance plan and a common set of quality indicators by all of the participating vocational administrators. As a result of the project, all of the vocational educational staff in Plainfield, Illinois, have been involved in an in-service program and in curriculum development on the subject of technological change and its impact on the work force. The collaborative and cooperative efforts of the school districts that have shared their resources and expertise during the project have resulted in a more effective and efficient delivery of employment education and in improved articulation among schools in the region. (Appended to this report are a series of project news releases.) (MN)

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FINAL REPORT 1983-84

EDUCATION FOR TECHNOLOGY EMPLOYMENT

CREATING A DESIRABLE FUTURE - HIGH TECHNOLOGY EDUCATION

PROJECT DIRECTOR: TOM BOLDREY

Will County Education Service Region
14 West Jefferson Street
Joliet, Illinois 60431

Illinois State Board of Education
Walter J. Naumer, Jr., Chairperson

State Superintendent of Education
Donald G. Gill

Department of Adult, Vocational and Technical Education
James Galloway, Assistant Superintendent

Research and Development Section
John Washburn, Manager

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FINAL REPORT

A. Funding Agreement Number: R-99-14-X0313-508

B. Project Title: Creating a Desirable Future in High Technology Education

C. Project Staff:

Administrative Agent, Dr. Matthew Racich
Project Director, Dr. Tom Boldrey
Program Manager, Donna Fuson
Clerical Staff, Katherine Park

D. Funded Agency: Will County Education Service Region

E. Location of Funded Agency: Joliet, Illinois

F. Period of Contract: August 15, 1983 to June 30, 1984

G. Expenditure of Funds: The funds were spent in accordance with the contract and subsequent approved budgets.

H. Paid Participants:

Staff: Project Director, Dr. Tom Boldrey

Background and Experience:

*Doctor of Education, University of Northern Colorado 1981
*Dissertation: "Differentiating Employer Sponsored Learning"
*Project Director for Industry Based Education and Training, 1981-83
*Instructor, University of Northern Colorado, 1980-81
*Director, Experience Based Career Education, 1976-78
*Director, Comprehensive Illinois Occuptational Education Demonstration Center, 1974-76
*Coordinator, Career Education, 1970-74
*Teacher and Department Chairperson, 1966-70

Staff: Program Manager, Donna Fuson

Background and Experience:

*Master of Science, Northern Illinois University

*Program Consultant, National Dairy Council, 1977-83

*Director, Career Education Service Center, 1975-77

*Director, Project EVE, 1972-75

Staff: Clerical, Katherine Park

Background and Experience:

*Bachelor of Arts, College of St. Francis

*Special Librarian, Bur Oak Library System, 1981-83

*School Representative, Scholastic, Inc., 1979-81

*Project Secretary, Joliet Diffusion Center, 1978-79

Consultant: Gordon Dveirin, Broomfield, Colorado
Independent Consultant
Relevant Background and Experience:
Process consultant expertise in strategic planning and collaboration. Previous experience with Mountain Bell, Regis College, Jefferson County School District, as well as work with collaborative efforts between government and private sector were applicable to work performed.

Consultant: David Baker, Chicago, Illinois
Illinois State Chamber of Commerce
Relevant Background and Experience:
As a member of the State Advisory Council on Vocational Education and his previous leadership on futuristic projects like the "Illinois 2000" Project lent credibility and practical content to his consultant activities.

Consultant: Dr. Harry Daniels, Carbondale, Illinois
Southern Illinois University
Relevant Background and Experience:
His current research work and subsequent applications to curriculum changes that need to be made to prepare people with adaptability skills they need in a fast-changing society were utilized in his consultant role.

Consultant: Dr. Joseph Karmos, Carbondale, Illinois
Southern Illinois University
Relevant Background and Experience:
His expertise and background parallels and compliment those of Dr. Daniels as they are working together on the same research project. Both were utilized as a consultant team.

Consultant: Robert Langlois, Chicago, Illinois
Langlois Associates
Relevant Background and Experience:
His previous experience in both educational administration, teaching and the private sector provides a unique blend that enables him to communicate effectively with educators regarding the changes taking place as a result of technological advances. He has addressed other groups regarding the "Factory of the Future" and its implications for education. As the former Vice President of KineticSystems, his recent immersion in technology provides up-to-date experience within a high technology industry.

Consultant: Carol Blietz, Palatine, Illinois
Home Economics Teacher, District 214
Relevant Background and Experience:
Her pertinent expertise is her current work with microcomputer applications to teaching home economics.

Consultant: David Peters, Bradley, Illinois
Industrial Arts Instructor, Bradley-Bourbonnais High School
Relevant Background and Experience:
His pertinent expertise is his current knowledge of skills in using microcomputer software in teaching various concepts and skills in industrial arts.

Consultant: David Howerton, Arlington Heights
Teacher Business Education, District 214
Relevant Background and Experience:
His pertinent expertise is his current state-of-the-art knowledge and skills in using microcomputer software with high school students as a means of teaching aspects of business education.

I. Resource Listing

(1) Material Resources: The material resources purchased out of project funds were a part of an approved action plan submitted to the Department of Adult, Vocational and Technical Education, Research and Development Section as a separate document in January of 1984. Special approval for instructional equipment for Computer Aided Drafting and microcomputer applications were approved to be used as an integral part of instructional programs at Joliet, Lemont, Lockport Valley View, and Plainfield. The following list of instructional equipment was purchased out of project funds and local districts paid those costs above what was allowable out of project funds to enable complete systems to be purchased.

JOLIET

2-Cadapple Computer Aided Drafting Instructional Systems
2-Hewlett Packard 7475 Plotters
1-Summagraphics Digitizer Pad
1-Houston HI-Pad Digitizer
1-MATC-CAD Computer Aided Drafting Instructional Systems
2-CASCADET Computer Aided Drafting Instructional Systems
1-ROBOGRAPHICS Computer Aided Drafting Instructional Systems
1-Koala Pad
1-Kraft Joysticks

LOCKPORT

1-Cadapple Computer Aided Drafting Instructional Systems
2-Houston Instrumental DT-11 Digitizer Pads
1-Houston Instruments DMP-40 Plotter
1-Apple II Disc Drive, Monitor, 80 Column Extended Card

LEMONT

2-Cadapple Computer Aided Drafting Instruments Systems
2-Houston Instruments DT-11 Digitizer Pads
1-Houston Instruments DMP-29 Plotter
1-Houston Instruments DMP-42 Plotter

PLAINFIELD

10-Apple IIe Starter System
(Inc. IIe, 64KB Disk Drive w/Controller, Monitor II,
80 Column Card ¶ $978)
2-Amdek I Color Monitors
2-Image Writer Printers
3-Disk Drives
9-Extended 80 Column Cards

VALLEY VIEW

4-Cadapple Computer Aided Drafting Instructional Systems
4-Houston Instruments DT-11 Digitizer Pads
2-Houston Instruments DMP-40 Plotters

(2) Human Resources: The many individuals who contributed to the success of this project, but who were not paid will be listed in the next section of this report. The names of these individuals will be integrated into the major accomplishments and significant findings portion. Additional information can be obtained from the project director regarding any human resource contribution. Those people listed will include selected administrators, teachers and other faculty directly involved in project activities. Any listing is likely to exclude some contribution and some names merely because of the number of people involved and the decentralized and geographically-dispersed location of the participating school districts. In addition, the private sector contributions will be listed in regards to service on committees, advisory councils, and/or involvement in some meetings or conferences.

J. Major Accomplishments and Significant Findings of the Project

(1) Project Objectives

(A) By January, 1984, formal structures and processes will be operative for sustaining communication and cooperation among vocational education and the private sector.

(B) Develop by June 30, 1984, a Will County Regional plan for high technology employment education and training that implements innovations including but not limited to "extended campus" and "two-plus-two" concepts for preparing high school youth to enter high technology careers requiring post-secondary training.

The two objectives of the proposal reflect the linkage between improving educational quality and collaboration/cooperation. A regional approach to delivering employment education is inevitable if education is going to be optimally effective and efficient. This espoused goal is not without obstacles. Some of the obstacles include the simple but profoundly influencial factor lumped under the category of past history or precedence. Merely changing something that already exists just because it exists causes fear, polarization, entrenchment and holding-on-to dispositions. These are the opposite of experimentation and innovative change. The following narrative will examine some of the local endemic factors and forces in Will County that contribute toward facilitating and obstructing the accomplishment of the project objectives.

(2) Overview

This project is essentially a project to stimulate, strengthen and sustain optimum collaboration and cooperation between the various school districts in the region to enhance the effectiveness and efficiency of education for technology employment. The scope and objectives of the project are ambitious in the sense of establishing targets of accomplishments that are high and deadlines that are short.

There are a myriad of factors and forces that are impacting this project. To provide the reader with useful information that will have value to others, some of these factors will be delineated.

Precedence or history is cited as the single most powerful determinant in dictating the curriculum of our schools. Nearly every research study and every curriculum textbook illuminates this fact. Although this is not a paper pencil or historical research study, it is perfectly clear that past practices buffer or block change. Schools collectively have been criticized for their inability to change, yet the institution of American education is designed to conserve and mediate extremes. The 1960's was a time of significant change and turmoil in our nation's schools. Federal and state governments increased their financial support and their mandates for secondary and primary schools across our nation. During this time period the majority of Americans were rallying around common goals. The dissentors were a small minority. Twenty years later there is another period of change and turmoil in our schools, but there is not a collective vision of the future or the goals to pursue. There are many points of view, many suggested areas of weakness in education, but there is no unified direction. Many of the business-as-usual ways of doing things are not working as well as

they did in the past. Vocational education has a strong and successful track record in most areas of the country. Will County is no exception. Yet, there is a felt need to make some changes and improvements.

Many career and vocational education programs were pioneered in Will County. The list is too numerous to enumerate here. However, some of the milestones can be illustrated by the following list:

*1901 - the first public Junior College in the United States opened as Joliet Junior College.

*1913 - industrial education courses were offered by Joliet Township High School District 204.

*Over 800 employers hire high school students and provide training stations for cooperative vocational education students.

*1968-69 was the benchmark for the formal beginning of the first preschool to eighth grade career education program in Illinois called Job Orientation Linking Industry and Education for Today in Joliet Elementary School District #86.

The commitment to excellence and quality education is well known for Will County schools. The schools of the region are not only known for traditional approaches and programs, they are also known for innovation. Valley View School District was one of the early school districts in the nation to implement the 45-15 Plan.

The diversity of Will County is both a strength and a weakness. The diversity provides overall stability as well as competition. Employment is very diversified, but it also has historically been dominated by heavy industry like Caterpillar Tractor, U.S. Steel, E.J. & E. Railroad, petrochemical refineries, Joliet Army Ammunitions Plant, and others. When some of the large employers like Joliet Army Ammunitions Plant and Texaco Refinery closed

most of their operations, unemployment skyrocketed. The unemployment rates have exceeded 20%, 30% and even in the low 40% during different periods in different communities within Will and Kankakee Counties.

Determining how to retrain and what to retrain the dislocated workers for is not an easy task. CETA and now JTPA programs are mandated to deal with these questions, just as public schools must be concerned with the kinds of knowledge and skills people will need to be productive employees. Changes in the nature of what workers need to know and be able to do is more rapid and more erratic than any time in history. Even the farmer is experiencing changes in the knowledge and skills needed. Greater emphasis is being placed on financial planning and money management. These are not unique to Will County, but what is unique is the jutaposition of agriculture and urban jobs and the diversity that exist within thirty miles of one edge of the county to the other.

Diversity has resulted in fragmentation of various subcultures, communities, socio-economic groups, racial and ethnic groups and geographic locations. The city of Joliet is divided East and West by the I & M Canal. The county is disected North and South by Interstate 80. These physical boundaries punctuate the perceptions of divisions and tend to perpetuate instead of alleviate differences.

Local autonomy for operating schools is strong. Opposition is strong for consolidating school districts and closing neighborhood schools. Joliet Township High School had a bitter battle as one of the three campuses was closed due to declining enrollments. School board candidates were elected based upon their stand to close or not to close certain buildings.

School faculty are fearful of losing their jobs in many cases due to either declining school district enrollments, programs and courses that are eliminated and the general tendency toward reducing administrative and salary costs. Morale in most schools is low. Teachers are being asked to do more with less. Public opinion about education and educators is negative. As the age of the population increases fewer percent of the people have children in public schools and therefore they are less invested in their desire to pay more taxes for education, when they perceive no immediate and direct benefit from this investment in public schools.

The fact that school referendums for tax increases have failed in some Will County schools is indicative of some of the challenges cited in the Illinois State Board of Education's Education for Employment Policy Study.

The five problem areas needing attention according to that study are worthy of repeating here, because they are the same ones that the private sector and citizens in general are concerned about.

1. The education for employment system does not adequately address either rapidly changing technology and the demands it places on teachers to have up-to-date training, or the need for state-of-the-art equipment and facilities to provide training for students.

2. Planning for education for employment occurs more often on an individual school basis than on the basis of a comprehensive set of service providers in an area of sufficient size to reflect the needs of a diverse labor market.

3. Rather than addressing either labor market demand or changes in the workforce, education for employment programs are often in traditional patterns and are offered largely as a consequence of assumptions about student interest and teacher and equipment availability.

4. The existing system for planning and delivering education for employment is inadequate in that it permits unnecessary duplication of effort among service providers: does not allow for ready program accessibility to all youth and adults: and has not provided for acceptable levels of efficiency in the use of resources.

5. Relationships between schools providing education for employment and the business, labor and industrial sectors are largely restricted to activities involving advisory councils and volunteerism rather than those which exemplify the depth of their shared responsibility for educating workers.

Little wonder that vocational education at the local level is experiencing a lot of pressure to change. In addition to the external pressures, many vocational courses and programs are experiencing reduced enrollments. Staff are being reduced or not replaced when they retire or transfer.

The Will/Grundy region in Illinois is not exempt from these problems. Vocational directors are being given additional responsibilities. All the local vocational plan writers in the Will County region, except for one, have multiple responsibilities that extend beyond vocational education.

Collaboration, coordination and cooperation have been identified as the means for solving the problems confronting the educational system. In order for these processes to occur, there needs to be more commonality of interest or concern among the parties involved. Unfortunately, at this time there appear to be more differences than commonalities. More obtacles than incentives exist, and they are present at all levels of the educational system.

Time is a precious commodity, and administrators are becoming more and more reluctant to have it spent on activities that they do not see as central to the mission of their organizations. Just when collaboration, coordination and cooperation is needed most, there is less and less time sanctioned by the local school districts for vocational administrators and others to engage in activities outside the immediate sphere of the local district. When budgets are cut and austerity becomes the primary concern, there is a tendency to entrench and engage in less collaborative and cooperative activities.

Although there is much public discourse about the positive value of collaboration and coordination for the purpose of improving the services delivered by the public educational system, most people would agree that only a very tiny fracton of the kind of collaboration that is needed is presently occurring.

Profit-centered organizations that have been successful over a long period of time have also fostered the capacity for rapid change. A typical example is fast food chains. They are able to quickly respond to market demand by delivering new items in an astonishing short period of time.

The private sector has more built-in rewards to change than does the public sector. Following the rules is rewarded in public service organizations, whereas innovation is more often rewarded in successful profit-centered organizations. The manager/administrator in the private sector is rewarded for creativity that contributes to the goals of the organization. In schools there is a greater tendency to punish rather than reward innovation.

"Creating a Desirable Future" is the title and theme of the Will County effort to improve the quality and expand the scope of Education for Technology Employment that prepares people for advanced technology careers. This particular title and theme is deliberately selected to provide the proactive rather than the reactive thrust that is needed if vocational education is going to make the changes needed to serve society's need for a productive workforce and an individual's need for an education that enables one to pursue a career of one's own choice.

(3) Significant Milestones of Accomplishment

In September and October the foundations of the project were laid as Dr. Matthew Racich and Dr. Tom Boldrey met with vocational administrators in the region and with key chief executive officers. These early communications were deliberately established to inform key people and to solicit their input. The following lists the people that either Dr. Racich or Dr. Boldrey spoke to in person regarding collaborative efforts and possibilities between education and the private sector:

A. Ricardo Perez, CEO, Economics Laboratory
B. John Barrowman, CEO, Caterpillar Tractor Company
C. Dan Demos, Regional Manager, Commonwealth Edison
D. James Stephenson, President, KineticSystems Corporation

E. Marge Lockwood, Educational Manager, Illinois Bell
F. Albert E. Ruscilli, Plant Manager, Amoco Chemicals Corporation
G. Dale Choate, Plant Manager, Mobil Oil Corporation
H. Tom Bennington, Training Manager, Caterpillar Tractor Company
I. Beth Hurst, Coordinator, Career Guidance Center
J. Elaine Gresham, Employee Relations Director, Mobil Oil
K. Hans Mueller, Retired Training Manager, Caterpillar Tractor
L. Harry Osburn, Planning and Tooling Manager, Caterpillar Tractor Company
M. Chet Forni, Engineering Training Manager, Mobil Oil
N. Jack Querio, District Manager, Illinois Bell
O. Robert Colvin, Executive Director, Joliet Region Chamber of Commerce
P. Bill Salter, Planning Supervisor, Caterpillar Tractor Company
Q. Bill Holmstrom, Assistant Chief Engineer, Caterpillar Tractor Company
R. Clyde Winterrose, Employee Relations Director, Caterpillar Tractor Company

In late October, Donna Carter Fuson was hired as Program Manager. She brought a breadth and depth to the project with a background in education and experiences as a school board member, educator and in the private sector with the National Dairy Council.

Beginning in October and every month thereafter, the vocational administrators of the region were convened and gradually formalized into a working group. The group began with eleven high school districts, two area vocational centers, and Joliet Junior College being invited to participate. The following lists those invited and those with which the project staff have had regular communications:

*Eugene Barnwolt, Coordinator, Vocational Education, Plainfield School District #202;

*Dr. Roger Claar, Director, Wilco Area Career Center;
*Donald Kaufman, Director, Grundy Area Vocational Center;
*Jack Keller, Superintendent, Beecher School District #202-U;
*Larry Larson, Director, Career and Vocational Education, Valley View Community School District #365-U;
*Jerry McGuire, Director, Vocational Education, Lincoln-Way High School District #210;
*Tom Menozi, Director, Vocational Education, Wilmington School District #209-U;
*James Naylor, Director, Vocational Eduation, Lockport Township High School District #205;
*Jack Pierce, Superintendent, Peotone School District #207-U;

*Lee Rank, Administrative Assistant, Crete-Monee School District #201-U;
*J.D. Ross, Dean of Career Education/Special Programs, Joliet Junior College School District #525;
*Willis G. Shay, Director, Curriculum & Vocational Education, Joliet Township High School District #204;
*Bob Vacca, Principal, Reed-Custer School District #255-U; and
*Dr. Donald Weber, Superintendent, Lemont Township High School District #210.

Changes needed in the delivery of vocational education to respond to the fickle nature of employment cycles require more than cosmetic changes. In order for the "two-plus-two" concept, extended campus programs or Core Curriculum to be implemented in a large comprehensive high school, top-level school administrators must not only endorse these changes, they also must actively promote the changes and back them up with necessary budget-line items and designated people with specific responsibilities to carry them out.

Research validates the necessity of intervening at least one level above the level where the desired organizational change is being planned. If there is to be reformation in vocational education, the top level of administration must buy into it. In order to accomplish this objective, regular communication was maintained with the area superintendents. Donna Fuson, ETE Program Manager, personally talked with the following superintendents in November and December:

1. Jack Keller, Beecher;
2. Dr. Rolland Smith, Plainfield;
3. Dr. Marvin Edwards, Joliet;
4. Dr. Allan McCowan, Lockport;
5. Dr. Harry Hayes, Valley View;
6. Jack Pierce, Peotone;
7. Dr. Lee Rosenquist, Lincoln-Way, New Lenox;
8. Dr. Scott Flinn, Wilmington; and
9. Dr. Kip Sullivan, Reed-Custer, Braidwood.

She also talked with:

10. Dr. Roger Claar, Director, WILCO Area Career Center,

Project Director, Dr. Tom Boldrey, and Donna Fuson talked with:

11. Dr. Donald Weber, Lemont;
12. Don Kaufman, Director, Grundy Area Vocational Center;
13. Dr. Walter Taida, Vice President, Joliet Junior College; and
14. Dr. Lee Rank, Administrative Assistant, Crete-Monee.

Dr. Matthew Racich, ESR Superintendent, and Dr. Boldrey, Project Director, talked with:

15. Dr. Derek Nunney, President, Joliet Junior College.

In general, the most common concerns both implicit and explicit were "What will I (our district) get from this project?" and "What do I (our district) have to give to the project?" Again, past experiences by the superintendents with special projects, "the State Office," and regionalization colored their expectations of the project. There were more negative expectations or fears than there were enthusiastic, positive ones. In order to confront negative expectations and to clarify the goals of the project personnel, face-to-face communication is needed. Anytime there is a lack of information, there is a strong propensity to complete the void with rumor that is the most congruent with the most prominant expectation regardless of its valence. This project's accomplishments will be tested and compared to other projects with similar themes.

In addition to the face-to-face communications, a needs assessment was distributed to the key administrators in the region to provide additional feedback regarding the direction of the project. The following is the result of that survey:

RESPONSE TO REQUEST FOR ADMINISTRATIVE INPUT
Number of Respondents = 17

	YES	NO
1. Do you think educators should be more knowledgeable about the effects of technology on the workplace and workforce?	17-100%	0
2. Would you attend a seminar that addressed the questions of what, where, and how technology is being used in the workplace?	16-94%	1-5%
3. Would you attend a seminar that addressed the question of how technology in the workplace is affecting the workforce?	15-88%	2-11%

4.	Would you attend a seminar that discussed the impact of technology on the educational system?	16-94%	1-5%
5.	Do you think educational leaders should be more aware of societal trends and futuristic concepts?	17-100%	0
6.	Would you attend a seminar on trends and projections of futuristic writers, e.g. Toffler, Naisbitt, Ferguson, etc.?	10-58%	7-41%
7.	Are you interested in learning more about management practices in business and industry?	14-82%	3-17%
8.	Would you attend a session regarding strategic and long-range planning; the processes involved and benefits derived?	14-82%	3-17%

9. Would you prefer a time block of:

one hour	0
two hours	12-70%
three hours	5-29%
four hours	1-5%

10. Would you prefer inclusion of:

breakfast	5-29%
lunch	4-23%
dinner	0
no meal	7-41%

Thank you for your cooperation. Please use the space below to offer any suggestions re: other topics, possible presenters, or scheduling.

1. Would like all seminars held at one place.
2. Will attend any meetings I can work into my schedule.
3. Would like to see dept. chairs and other staff involved also.
4. Topics are important. Doesn't have assistant, his attendance depends on the schedule for the day.
5. Is interested in the above. Small dist. has little time, depends on schedule.
6. Will attend seminars if it doesn't conflict with schedule.

Regionalization is not a very popular topic in the northern urban areas surrounding Chicago. There is very little past history of significant sustained regionalization of school districts, except for some special education coops, CETA joint agreements, Area Vocational Centers, and some short-term, soft-money projects.

Under the previous State Superintendent of Education, Dr. Cronin, there was a major study and major initiative to regionalize education. After years of study and promotion, regionalization was suddenly dropped as a mandate from the Illinois State Board of Education.

During the 1983-84 school year, there has been unpredicted and sometimes polarized debate about regionalization. The Illinois State Board, Education for Employment Policy Study and subsequent presentations intensified the issues and caused them to become somewhat more overt and less covertly dealt with. However, it is relevant to the Will County Project because there is both real and imagined changes that must take place before a regional delivery of education for employment can be effectively and efficiently implemented. The fact that the Education for Technology Employment Project of Will County is strategically

administered out of the Will County Regional School Office has already been helpful in effecting some desirable changes by reducing polarization.

Fears about governance and mandates have intensifed during the year, but they appear to be less intense in the region now. Although there is less vocalization and overt indication of fear, there is no assurance that the school administrators, both the top-level administrators and vocational administrators, have reached the stage where it could be said that they hold a clear vision of a desirable future.

While concurrently accepting the reality of the barriers that continue to impede collaborative activities and taking steps to overcome them, the Will County ETE Project staff continued to stimulate and support collaboration at the program and policy levels through the vocational administrators' planning group.

The Will County ETE Project site set out in the fall of 1983 to create a structure for promoting and formalizing collaboration, coordination and cooperation. Collaboration, coordination and cooperation are processes, not single events or final products. Even the processes are not linear in nature. These facts have to be constantly kept in mind! Likewise, collaboration, cooperation and coordination are a myriad of interrelated processes. They are transactional, meaning that some sort of transaction must take place.

The structure must allow for these transactions to be sustained and nurtured; thus, constantly initiating, renewing, and supporting continued collaboration and building mutuality among vocational administrators.

The primary objective was to initiate and to facilitate the collaboration process within the Will/Grundy region by first building mutuality of goals and personal commitment among vocational administrators.

To summarize the monthly meetings of the vocational administrators is to give the significant and necessary milestones of the project. In order for there to be any meaningful collaboration and coordination for employment education that is based upon a regional approach, there must be a commitment of vocational administrators. The degree of commitment has varied slightly over the year as evidence by the attendance at meetings and by the degree of proactive participation in project-related activities. Plainfield, Joliet, Lockport, Valley View, Joliet Junior College, Lemont, and Grundy Area Vocational Center have been consistently the most active. Braidwood, Wilmington and Crete-Monee were intermittantly involved and influenced by personnel changes during the year that influenced their involvement.

For example, Tom Menozi, Vocational Director at Wilmington, resigned suddenly. Bob Vacca, who was Principal and in charge of vocational administration in Braidwood, was reassigned. Dr. Roger Claar of WILCO Area Career Center became an active member the first of this year. Lincoln-Way has been active except for a lag late this spring and a lag during the fall due to multiple responsibilities of the vocational administrator. Beecher and Peotone have remained inactive in their attendance at meetings although correspondence is maintained with the respective superintendents. Their respective school districts have been involved and seemed to feel more aligned with area vocational centers and/or community colleges in Kankakee and/or Cook Counties. Administrators in these two districts voiced a similar theme that continues to arise and serve as an obstacle for sustained significant collaboration and coordination in the form

of some type of regional delivery of employment education. The comment is:
"We have been doing it this way for years," or "We have always done ....." These phrases illustrate satisfaction with what exists, or at least not enough dissatification to want to change.

As of this writing, there has been active participation in the ETE Project initiated collaboration effort by nine (9) of the high school districts, the two (2) area vocational centers, and the Community College district, Joliet Junior College.

The early meetings of the participating vocational administrators were informative and organizational in nature. As comprehension of the challenges and opportunities grew, individuals gained interest in assuming a more proactive posture toward solving the problems confronting them and their districts.

The following topics were stressed during the Vocational Administrators meetings:

SEPTEMBER.....Renaissance Center
Project Goals

OCTOBER.....KineticSystems
Project Orientation: Needs Assessment
Project Goals

NOVEMBER.....Renaissance Center
Education for Employment Policy Study
Regionalization of Vocational Education

DECEMBER.....Joliet Junior College
Two-plus-two articulation
Program Action Plans for DAVTE

JANUARY.....Plainfield
Computer-Aided Drafting: Demonstration
Computer Fair

FEBRUARY.....Braidwood
Regional Planning
Project Priorities
Education for Employment Policy Study Update

MARCH.....Lockport and New Lenox
(Two Meetings)

A. Regional Delivery of Employment Education
Quality Indicators for Vocation Programs
Regional QAP

B. Labor Market Information Presentation

APRIL.....WILCO Area Career Center
Quality Indicators and Regional Planning

MAY.....Plainfield
Quality Indicators
Information Processing/Secretarial Skills
Regional Planning

JUNE.....WILCO Area Career Center
Regional Planning
Staff Development: Electronics
CAD
CORD
Microcomputers

By February, 1984, the vocational administrators group had begun to evolve into a committed and working unit. At their first meeting of the new year, they examined the project's progress to that date and responded to staff's request for their input

regarding future project directions. A nominal group process was used and the following information resulted:

Most Important

A. Obtain regional, believable labor market statistics which include the "high-tech" jobs in the area;
B. Rank order the "high-tech"jobs in region according to labor market demand;

Second Most Important

A. Identify skills/competencies needed to be successful in "high-tech" occupations;

Third Most Important

A. Provide staff development regarding "High Technology" and what curriculum is available in these areas;

Fourth Most Important

A. Promote extended-campus application in vocational education;

Fifth Most Important

A. Promote the blending of academics with education for employment/vocational education;
B. Identify most applicable areas for "two-plus-two" and rank order them;
C. Regionalized Articulated Curriculum;

Sixth Most Important

A. Articulated secondary- to post-secondary programs;

Seventh Most Important

A. Specify vocational program competencies and specify sequences of courses that are common for the region.

An interesting and critical event that is having a positive and long-range impact on the project occurred at the February meeting. A member of the DAVTE Ad Hoc Advisory Committee for Education for Technology Employment reported on the findings and recommendations of that committee. The report elicited substantial discussion and concluded with a unanimous decision by the participating administrators to act as a group in taking a proactive position with regard to planning for a regional delivery system for vocational education in the Will/Grundy region. Before the meeting adjourned a date and location for an all day meeting to address the issue in depth had been established.

In March, that meeting was held with the assistance of Consultant, Gordon Dveirein. The process of exploring the feasibility of regional planning, discussing what procedures might be involved, and initiating a strategic planning process was begun.

It was agreed that the first step should be to present some basic information regarding what programs presently exist within the region. The group decided to develop a matrix that would present the necessary information. They undertook the task of creating the matrix. The following list of programs currently offered within the region resulted:

*Autobody,
*Auto Mechanics,
*Auto Service,
*Recreational Vehicle Maintenance,

*Electronics,
*Building Trades,
*Heating/Air Conditioning,
*Welding,
*Industrial Maintenance,
*Office Equipment Repair,
*Drafting (Architectural),
*Drafting (Mechanical),
*Comb. Metal Trades,
*Graphic Arts,
*Cosmetology/Barbering,
*Cabinet Making,
*Building Maintenance,
*Horticulture,
*Floraculture,
*Agricultural Production,
*Agricultural Mechanics,
*Agricultural Supply and Service,
*Clerical,
*Secretarial,
*Word Processing,
*Data Processing,
*Accounting,
*Marketing,
*Occupational Homemaking,
*Child Care,
*Food Service,
*Interior Design,
*Clothing,
*Nurse Assistant,
*Health Care Aide,
*Licensed Practical Nurse,
*Registered Nurse,
*Distributive Education,
*Office Education,

*Cooperative Work Training,
*Industrial Coop,
*Health Education Related Occupations, and
*Interrelated Coop.

In the process of formulating themselves into a functional planning group at that March meeting, the vocational administrators agreed that they needed a formal mission statement. After substantial sharing of thoughts, concerns, and intent, two members were asked to develop a draft to be considered by the total group. That was done, and the following objectives came forth:

1. To more efficiently utilize scarce financial, community and human resources;
2. To identify new and emerging employment opportunities and to cooperate in developing training for them;
3. To identify programs which currently meet employment needs and to seek ways to enhance their value to students and employers;
4. To improve the ability of the Occupational Education Delivery Systems to respond rapidly to the needs of new and/or expanding industries in order to attract new jobs to the area;
5. To identify and utilize resources not readily available to a single institution;
6. To share available resources to the mutual benefit of all;
7. To coordinate and articulate the delivery of Occupational Education from secondary through University levels, so that all students may be assured a clearly defined, non-duplicative career preparation path; and
8. To provide a dependable and visible source of a trained labor force for area employers and a source of custom training programs to meet employer needs.

Two other notable milestones were reached as a result of the March meeting. The first was a decision to add support for the program improvement efforts by submitting a regional Quality Assistance Plan. Secondly, the group agreed that the features of a quality program must be identified for use as criteria in making judgements about which programs must be modified, cut, or expanded.

A list of quality indicators was presented for the total group's consideration. The initial draft has been revised by the group, and presently contains the following quality indicators:

Quality Indicators

* Two hours time block;
* Qualified instructional staff;
* Vocationally qualified and committed administrator with adequate time;
* Competency-based vocational education instruction including certificate;
* Job-placement assistance;
* Adequate and up-to-date facilities;
* Adequate and up-to-date equipment;
* Annual in-service for staff;
* Support services for special needs students;
* Curriculum that includes pre-employment skills;
* Sequentially-structured course offerings;
* Program certification, where necessary;
* Adequate supplies and materials;
* Articulation of program between secondary and post-secondary;
* Proper student-teacher ratio;
* Design for equal access;
* Active advisory council;
* Ready access to vocational counseling services;
* Advisory council validated curriculum;

* Staff development program;
* Good utilization of community resources;
* Open entry/open exit self-paced curriculum;
* Staff be members of professional organization;
* Program based on laborforce needs;
* Career education program (K-10);
* Strong public relations program;
* Vocational student youth organization;
* Individualized Career Plan on every student;
* Outreach program to recruit high risk individuals; and
* Adequate consultant services.

The use of quality indicators has a great deal of potential for providing the benchmark needed to support decision making as program improvement planning continues. Such a tool can be used by individual districts when allocating resources to strengthen, expand, or remove existing programs and/or initiate new ones, and as collaborative planning proceeds, it will be used in determining which districts should keep what programs and which should be eliminated or consolidated.

The following steps have been outlined to continue development of the program improvement planning process using quality indicators as criteria: (1) generate list of potential relevant quality indicators; (2) determine if any should be added or deleted; (3) prioritize the indicators (for use as evaluative criteria); (4) develop a weighted factor for each indicators (so they can be applied to programs to differentiate quality); (5) apply the quality indicators (criteria) to selected programs; and (6) develop program improvement plans based upon the data resulting from application of the quality indicators (criteria) in assessing existing programs.

At this time those quality indicators presented in this document have been given a value weighting, and consensus regarding the weighting is being pursued.

By March, 1984, it was becoming increasingly apparent that the time presently allotted for joint planning is insufficient. This situation reflects the known fact that is so well documented in the literature on collaboration; i.e., there are still more obstacles than incentives for desirability. Unfortunately, there remains a gulf between the abstract idea and the reality of practice. Successful collboration and cooperation requires the active support and personal commitment of everyone at both the program and policy-making levels. School superintendents and their boards must encourage the collaborative efforts of the vocational administrators.

Although collaboration has a significant start in the Will/Grundy region, at this stage of project implementation, preoccupation with governance continues to override the perception of collaboration as central to the mission of participating institutions.

When vocational administrators are given the sanction of their superordinates to devote the time necessary for effective collaborative planning, another significant milestone will have been achieved. The ETE Project continues to hold to the goal of reaching that critical milestone.

In order to inform policy makers and decision makers of the region about the implication of technology impact upon the workplace, workforce and education, two separate meetings were planned for this target group. One meeting was held in March and the other in May.

The March 21st meeting was held at the Renaissance Center in Joliet with two top level people from Illinois Bell presenting:

A. Mr. R. Bailey Markham, Assistant Vice President, Personnel Service, Chicago Office,
   Topic: "Education in Today's Work Environment;
B. Ms. Pat Montgomery, Director, Media Relations, Illinois Bell Chicago Office,
   Topic: "Survival Marketing."

The May 8th meeting included the following speakers and topics:

Welcome and Introductions,
Dr. Matthew J. Racich, Superintendent,
Will County Education Service Region;

"Working in a Technological Age,"
Mr. Robert Langlois, President,
Langlois Associates, Chicago, Illinois;

"The Future in Illinois,"
Mr. David Baker, Executive Vice President,
Illinois Chamber of Commerce, Chicago, Illinois;

"Education for Technology in Illinois,"
Dr. John Washburn, Manager,
Research and Development Section,
Department of Adult, Vocational and Technical Education,
Illinois State Board of Education;

Overview of Special Assistance Available through Will County,
Education Service Region,
Dr. Matthew J. Racich, Superintendent;

Questions and Discussion,
Dr. Tom Boldrey, Project Director,
Education for Technology Employment.

These speakers, as well as many articles in journals and media, refer to the shortcomings of our schools. Nearly all educators admit there are problems and areas needing change. They are also perplexed and frustrated in their attempts to deal with complex situations that overlap outside their area of responsibility.

Comparing the private sector with education illuminates the problems, but does not illuminate solutions or corrective actions.

For one thing, there is a clear difference between how the purpose of the two types of organizations are established. Profit-oriented organizations determine their own purposes and objectives, but public organizations are dependent upon external sources for either validation or prescription of purpose. Profit-driven organizations serve one master. Public service organizations serve many masters.

Private organizations can operate in relative secrecy, whereas public institutions must comply with sunshine laws.

As society has grown more complex, the rules and regulations under which public organizations must function have also grown more complex. All these rules and regulations result in built-in mechanisms that prohibit rapid change in public service organizations. This is commonly referred to as "the bureaucracy."

Another major difference between the private and public sectors is that the private sector focuses on the results of efforts, whereas the public sector tends to view activities as ends in themselves. Not only is the mission of profit-making organization perfectly clear to everyone, the difference between product and market, and the relationship between the two, is clearly understood by everyone. This shared understanding leads to individual commitment to organization goals, and encourages a perception of collaboration as central to the organization's mission. When it is more cost effective to share costs and benefits of developing and marketing a product jointly than to do it alone, the profit maker takes the obvious route of collaboration.

The preceding narrative has discussed not only some of the milestones of progress related to a reformation of employment education, it has addressed some of the salient factors and forces compelling and restraining change. A regional delivery of vocational education as education for employment is a long-term goal that involves reformation not mere cosmetic change if it is to posses the self-renewing capability needed for both effectiveness and efficiency. Optimum effectiveness and efficiency can <u>not</u> be mandated. It can only be achieved through commitment.

The Will County site is somewhat unique among the other Education for Technology Employment projects funded by the Department of Adult, Vocational and Technical Education for the 1983-84 school year. The goal of reformation is inherent in the spirit and expressed objectives of the project. However, these are long term. The short-term objectives have been mandates from DAVTE staff for program improvement efforts. Therefore, this spring was devoted to developing an articulated CAD program involving four school districts and the Community College, as well as a program

improvement effort to integrate microcomputer applications in all the vocational programs at Plainfield. The common theme for both long-term reformation and immediate program improvement is articulation.

Articulation is necessary for successful programmatic collaboration. Articulation is capable of moving both ways on the horizontal, as well as the vertical axis. Articulation also transmits information within and among organizations.

Since collaboration cannot occur in the absence of articulation, the most important concern of the ETE Project is to facilitate collaboration through articulation. All project decisions were based upon the criteria of whether or not articulation would be enhanced. Deciding where and how instructional equipment should be supported out of project funds was based upon that criteria. The questions asked were: (1) How will articulation be promoted? (2) What are the incentives for inter- and/or intra-district articulation?

When the deadline was given by DAVTE for submission of action plans, a meeting was held with the vocational administrators of the participating districts. Each district was asked to submit an action plan that targeted an area of top priority for curriculum change. These plans could reflect intent to initiate new programs or modify an iniative that was already partially underway but needed some seed money or technical assistance in order to be implemented in the near future.

Articulated Computer-Aided Drafting Curriculum

Articulation, which is a major goal of the Education for Technology Employment project, evolved as the focus for action plan development. It was determined through discussion with and among vocational administrators that articulation efforts would

be more successful if concentrated on new programs, rather than on existing programs which may have a lot of tradition and/or turf to protect.

Vocational administrators reported that their advisory committees have recommended implementation of CAD systems at the earliest possible date. Further validation of need came from the fact that General Motors Electromotive Division has told the Community College that they expect to be doing most of their drafting via CAD within the next five years and will expect all new hires to have significant experience as a requisite for entry-level employment.

The benefits of combining efforts in developing an articulated CAD curriculum became apparent. With the advent of microcomputers, smaller plotters and relative inexpensive software, it has become practical to consider development of an articulated CAD curriculum that begins at the high school level, providing an orientation and base for further training at the Community College level. Therefore, the short term goal is to implement an articulated Computer-Assisted Design and Drafting curriculum.

There have been no formal articulation agreements with the Community College and the high schools in recent years. In order for a "two-plus-two" concept, such as this plan proposes, to be successful, articulation is essential. In addition to that, there is a long history of resistance to competency-based instruction among high school instructors and administrators. The three high school districts planning to implement this CAD effort are committed to competency-based instruction. This plan will also call for development of a "core curriculum" in the participating high schools.

There are other benefits to be derived through the articulated curriculum development. Involving three districts will permit some cross training to occur among the staff. Sharing of progress and problems among instructors as they master the systems will also strengthen and support both the staff and program development aspects of the effort.

Computer-Assisted Design and Drafting is a strategic place to begin these efforts. The anticipated success can then be transfered to other program/curriculum areas.

Funds were requested by four of the participating high school districts to support equipment purchase and curriculum development of a Computer-Assisted Drafting program that would begin in the comprehensive high school with capstone courses provided by the Community College. Access to money for instructional equipment was an enormous catalyst for this significant step forward.

The joint CAD effort started with vendors being invited to give demonstrations of CAD hardware and software in January, 1984. Four meetings of the drafting instructors and vocational administrators were subsequently held to (1) review CAD and general drafting competency lists, (2) evaluate available hardware and software, and (3) secure input from industry representatives regarding the general and specific aspects of the entire CAD initiative.

The following list of names represents the task force of drafting instructors and vocational administrators from Valley View, Lockport, Lemont, Joliet, and Joliet Junior College:

Matt Connor, Vocational Administrator;
Willie Croft, Drafting Instructor;

Anthony Gutierrez, Drafting Instructor;
Russel Kramer, Vocational Administrator;
Ray Placencia, Drafting Instructor;
Ross Wakefield, Drafting Instructor;
David Warthen, Vocational Administrator;
Larry Larson, Vocational Administrator;
Anthony Contos, Drafting Instructor;
James Fox, Drafting Instructor;
Dr. James Kichefski, Vocational Administrator;
J. C. Malitzke, Drafting Instructor;
Willis Shay, Vocational Administrator;
Jerry Ward, Drafting Instructor; and
Ken Ferry, Drafting Instructor.

An advisory committee was assembled with representatives from Wescom, Inc., Rockwell International, KineticSystems Corporation, AT&T, Plainfield Tool and Die Corporation, Electromotive Division of General Motors, Caterpillar Tractor Company, and Argonne National Laboratories.

A dual purpose meeting of the advisory committee was held at the Electromotive Division of General Motors. That the use of computers in drafting will continue to rise, and eventually replace "hand" drafting, was confirmed, and specific information regarding the relative importance of the various CAD competencies was solicited.

The following lists the names and employers of the CAD Advisory Committee:

John H. Gedutis, Chief Engineer, Engineering Department, General Motors Corporation, Electro-Motive Division, LaGrange, IL

Jim Pellegrini, Wescom Inc., Downers Grove, IL

Doug Bordner, Engineering Department, General Motors Corporation, Electro-Motive Division, LaGrange, IL

George E. Smith, AT&T, Chicago, IL

Clifford Berglund, Plainfield Tool & Engineering, Inc., Plainfield, IL

David J. Griffin, Engineering Department, General Motors Corporation, Electro-Motive Division, LaGrange, IL

Edward J. Cryer, Engineering Department, General Motors Corporation, Electro-Motive Division, LaGrange, IL

Glenn Stanfield, Caterpillar Tractor Company, Joliet, IL

Bob Millan, Rockwell International, Chicago, IL

Bob Brock, Engineering Department, General Motors Corporation, Electro-Motive Division, LaGrange, IL
Diane Hale, Argonne National Laboratory, Argonne, IL

At the conclusion of the meeting at the Electro-Motive Division of General Motors, a tour was conducted of the Engineering and CAD departments. A request was made during the meeting for possible training opportunities for some of the drafting instructors. Mr. John Gedutis suggested that a formal request be submitted in writing to Mr. Harry Marter. This was done and a meeting was held with Mr. Willis Shay, Director of Curriculum, Career and Vocational Education, Joliet Township High School District 204, and Dr. Boldrey to explore options. The request was to enable all of the instructors from Joliet, Lockport, Lemont, Valley View and Joliet Junior College who would be teaching Computer-Aided Drafting to be oriented and trained in the fundamentals of CAD. General Motors agreed to hire one of

the instructors full time for the summer and to allow that instructor to train and teach others during the evening.

Because, Northern Illinois University working as the technical assistance site for the Education for Technology Employment networks established a CAD Curriculum and CAD training seminar in collaboration with Harper Rainey Community College, the arrangement with General Motors needed to be altered. In summary, Anthony Contos was hired by GM and served as the linking pin for facilitating arrangements to provide all sixteen (16) people with the opportunity to go through some industrial applications, as well as more indepth training.

Seven (7) instructors from Will County participated in this comprehensive Curriculum Development and CAD Training at Harper and General Motors. These included:

(1) Ken Ferry, Lockport;
(2) Jerry Ward, Valley View;
(3) Russel Kramer, Valley View;
(4) Jim Fox, Joliet Community College;
(5) J. C. Malitizke, Lemont;
(6) Willie Croft, Joliet; and
(7) Anthony Gutierrez, Joliet.

Program Improvement at Plainfield

Plainfield submitted a comprehensive proposal to involve all of the faculty in the school district in some general orientation to the impact of technology upon society and education. Specific emphasis was placed upon involving all of their staff in vocational education for more indepth staff development and curriculum improvement efforts.

The following speakers and/or consultants gave presentations to the entire Plainfield faculty at different times during the Spring of 1984:

(1) David Baker, Chicago Chamber of Commerce;
(2) Dr. Harry Daniels, Southern Illinois University;
(3) Dr. Joe Karmos, Southern Illinois University; and
(4) Dr. Conrad White, Northern Illinois University.

The goals for Plainfield were:

1. To orient and in-service staff in the applications of the microcomputer in vocational education.
2. To develop staff awareness relative to the applications of high technology in industries and businesses within our immediate geographical area.
3. To develop staff awareness of the inclusion in other secondary vocational curricula of units of study related to the technological revolution.
4. To revise and integrate into existing course work content which will permit students' exploration, and/or the development of additional skills and understandings related to high technology.
5. To continue the orderly acquisition of the required learner aids-microcomputers, microcomputer software, filmstrips, videocassettes, etc. that are necessary for the efficient and effective delivery of the vocational curriculums in home economics, business and industrial arts.

All of the vocational education faculty were involved in a cascading series of staff development and curriculum improvement efforts. The vocational education director, the division chairperson, and eleven (11) faculty were involved in:

(A) seminars and training in the applications of microcomputers in vocational education;

(B) visits to other high schools and area vocational centers to examine and review their curricula and integration of technology in the teaching/learning processes;

(C) visits and consultations with private sector personnel where state-of-the-art technology is being used

The following Plainfield staff participated in seminars related to the topics of: (1)Introduction to Microcomputers;
(2)Personal Filing System-Data-Based Manager;
(3)Visicalc;
(4)Applewriter/Quickfile.

STAFF: Faith Skufca,
Mary Ruth Nealis,
Steve Turnell,
Bonnie Williams,
Tom Baker,
Eugene Barnewolt,
Gloria Racchini,
Linda Kinnikin,
Chuck George,
Bob Fassiotto,
Steve Lambert,
Diane Larson,
Darlene Frink,
Evelyn Cable,
John A. Cepela,
Gary Phillips, and
Eileen Diercks.

Dr. Fleming, Assistant Superintendent for Personnel and Instruction, expedited and supervised the total effort in Plainfield. His leadership and advocacy for change has been instrumental in this comprehensive effort to meaningfully energize staff. The following Plainfield staff were the instrumental core of faculty who received small mini-grants to strengthen and/or develop curriculum:

Bob Fassiotto	Gloria Racchini	Darlene Frink
Linda Kinnikin	Faith Skufca	Evelyn Cable
Bonnie Williams	George Schloff	

Dr. Fleming convened a steering committee whose charge was to provide input as well as to promote articulation. Representatives from Joliet Community College, WILCO Area Career Center, Education for Technology Employment staff, Divisional Chairperson, Director of Vocational Education, and one teacher from Home Economics, Business Education and Industrial Arts.

Competency-Based Vocational Education

Competency-based education has been advocated for more than a decade, yet there are few if any comprehensive high schools that have completely implemented competency-based education. With this in mind, the Education for Technology Project staff have stimulated discussions regarding obstacles and incentives for implementing competency-based education. Larry Larson, Vocational Direcotr of Valley View, Mel May, Department Chair of Math for Joliet Township High Schools, and ETE Project Director attended a workshop at Lake County AVC regarding computerized management systems for competency-based vocational education.

Subsequent meetings were held with Dr. Urben Oen, DAVTE staff, and John Flynn, the Director of the Tri-County Consortium, regarding modifications and/or developments that would be formulated to accommodate the administrative needs of comprehensive high schools implementing competency-based programs in all departments.

These discussions and investigations have not led to a product at this time, but have resulted in Mr. Larson submitting a proposal to DAVTE to pursue this idea.

Regional Delivery of Informational Processing

A comprehensive plan for developing and implementing a regional system for informational processing/secretarial skills was iniated with input from vocational administrators. This plan was composed of two (2) phases. A Planning Committee was named to complete the essential task of specifying the Quality Indicators as they are related to the informational processing/secretarial skills area. In addition, this committee is charged with the responsibility of defining the scope and sequence of tasks to be completed by a Development Committee who will begin their work early in the fall of 1984.

The Planning Committee Tasks include:

1. Reach agreement on one definition for each quality feature to be used as Program Standards.
2. Develop recommendations regarding further steps in developing a method for using Program Standards to measure quality of programs.
3. Reach agreement on a recommendation for how the curriculum should be structured.
4. Reach agreement on recommended procedures for the Development Committee.

5. Reach agreement on a recommended structure for the Development Committee.
6. Reach agreement on recommended timelines for the Development Committee.
7. Reach agreement on what should be included in a formal articulation between a secondary institution and the Community College.

Members of the Information Processing Planning Committee are:
*Nancy Jammik, Instructor, Joliet Township High School-West Campus;
*Mildred Shoop, Instructor, Lockport Township High School Central Campus;
*Donald Kaufman, Director, Grundy Area Vocational Center;
*Jane Carroll, Instructor, WILCO Area Vocational Center;
*Tim Vanderwall, Instructor, Joliet Junior College;
*Virginia Allen, Instructor, Joliet Junior College;
*Donna Fuson, ETE Program Manager, Will County ESR; and
*Tom Boldrey, ETE Project Director, Will County ESR.

(4) Products

No products were produced as a part of this project other than this final report.

(5) Major Dissemination Activities

No external dissemination activities were a part of this project other than the informational meetings and communications within the region described in the preceding section.

(6) Staff Development

The staff development activities were described in the preceding section. These included general information meetings and specific orientation and training sessions.

(7) Publicity

Before the May 8th meeting, a news release was sent to Will County media. Several days before the meeting, Dr. Racich and Dr. Boldrey were interviewed by Joliet radio station, WJOL. On May 9, 1984, the Joliet Herald news printed an article, "Technological Age Discussed at Meeting." All other project information was generated by the staff and sent to appropriate individuals. (See copies of news release and Joliet Herald article in Appendix.)

Visits to the project have been limited to other ETE Project site personnel and/or DAVTE staff.

One of the ETE Project Directors meetings was held in March at which time, some of those people visited with selected administrators and/or sites. ETE Staff from Chicago and Beck Area Vocational Center also attended the Computer Fair in January. Special visits were made by Dr. Tom Erekson, Dr. Jule Scarborough, Dr. Alan Volker, and William Worth of Northern Illinois University.

University personnel from Illinois State University and Governors State have visited with Dr. Racich, but their primary purpose was not related to the Education for Technology Employment Project.

K. Problems

The discussion of problems and delineation of problems involves some degree of subjective judgement, as well as reference to obstacles in achieving a goal.

There are problems in stimulating and sustaining optimum collaboration, coordination, and cooperation desired to effect a regional delivery of employment education and training. Up until now, there has been few concrete rewards for districts to work together in sharing resources either in terms of joint curriculum planning, sharing of facilities and equipment, and/or sharing of staff.

Many aspects of collaboration and cooperation are perceived in terms of dollars and cents. Another perception is that collaboration and cooperation are arenas requiring top-level administrative endorsement. Administrators and faculty below the superintendent tend to define collaboration and cooperation between districts as outside their responsibility, unless they have been otherwise directed by their superior.

The topic of regionalization has been an emotionally charged issue. Again, there is little proactive effort on the part of most school districts to work together unless there is an immediate "pay-off" and/or a common goal that all parties have bought into.

The timing of this project corresponded to the announcement of the Education for Employment Policy Study, which some school faculty and administrators began to associate with the Education for Techology Employment project as a State mandate for regionalizion that would threaten local autonomy and perhaps eliminate jobs and/or courses from local districts. Some administrators voiced a concern about who would be responsible to whom and a fear they would lose control and/or authority via regionalization.

Very few school administrators have had background and/or experience with strategic planning that occurs in the private sector. More administrators would oppose long-range planning and scenario writing than would advocate these as valuable management practices. For these reasons as well as the mandates for action plans given to each site by DAVTE, the desirable dream scenario were not written. The regional task force was not formed, since the focus was expanded to the creation of a regional work Education Council. However, a regional CAD Advisory Committee was formed to correspond to the action plans requested by DAVTE.

L. Summation of Evaluation Data

There are no summative evaluations conducted under the auspices of this project. Formative evaluations were gathered for the early vocational administrators meetings to keep the meetings relevant to the needs and wants of the group.

M. Statement of Impact

The narrative description of the major accomplishments and significant findings contains an elaboration of the impact of this project.

In summary, the impact was the establishment of a developmental structure and common goals for regional relationship for the delivery of employment education as evidenced by:

(1) seven area high school districts, two area vocational centers, and Joliet Junior College who voluntarily joined together and developed written objectives for working together;
(2) four high school districts and the community college who are working on an articulated CAD curriculum;

(3) all of the vocational education faculty at Plainfield High School who have actively participated in planned staff development and curriculum development activities;

(4) a regional Quality Assistance Plan that was submitted for the region;

(5) a commitment to develop a regional work education council;

(6) a commitment by all participating school districts to develop a common set of Quality Indicators for vocational programs; and

(7) the initiation of a plan to develop a regional secretarial skills/information processing curriculum that reflects the quality indicators.

N. Conclusions and Recommendations

The Illinois State Board of Educations needs to provide incentives for promoting timely and practical transitions for the regional delivery of employment education and training. Transitions will require not only seed money to establish collaboration and coordination on a regional basis, but will also require financing schools in different ways that will not penalize schools from working together. Even at this time less than ten (10) percent of the funds drive the education system, because these are the funds that come from state and federal sources.

An analysis of the factors that impede and foster the regional delivery of employment education needs to be completed expeditiously and within the next three months. All of the monitoring, coordinating and financing mechanism need to be examined in terms of the degree to which they foster the self-renewing capacity and reformation needed if education is to optimally prepare people for the future and all of the transitions that will be required during a lifetime.

The Department of Adult,Vocational and Technical Education has done a laudable job in their leadership and their staff advocacy role for proactive changes that are needed. If the recommendations of the Education for Employment Policy Study are not acted upon favorably, there will be a significant setback that will be difficult to overcome.

Focusing upon the management/administrative skills that are needed for administrators of vocational education and employment education would provide a very positive return on investment. School administrators from the top to the lowest level of supervision and coordination are undergoing a metamorphosis

School administrators have traditionally been involved in a growth industry, but have not learned the concepts and skills associated with downsizing nor the concepts and skills associated with collaboration and cooperation. Team building is as foreign to school administrators as it is common to the private sector business that is consistently and effectively utilizing its human resources.

The kinds of changes advocated and attempted in this project require a comprehensive systematic approach. It is exceedingly essential for the Illinois State Board of Education to use its unique resources, money and expertise, to stimulate, strengthen and sustain comprehensive approaches to collaborative and cooperative efforts involving the different school districts and the private sector.

14 WEST JEFFERSON STREET - JOLIET, IL - 60431 - Phone: 815 / 722-1703 or 727-8468

Dr. Matthew J. Racich, Superintendent

NEWS RELEASE May 1, 1984

On May 8th from 7:00 p.m. to 9:00 p.m., the Will County Regional School Office is sponsoring a timely meeting, CREATING A DESIRABLE FUTURE: THE TECHNOLOGICAL AGE, at the Renaissance Center, 214 North Ottawa Street, Joliet, IL.

THE WORLD IS CHANGING FASTER THAN EVER BEFORE. TECHNOLOGY IS IMPACTING EVERY ASPECT OF OUR LIVES.

While these statements are not news to any of us, they do have special meaning for those with responsibility for making decisions that guide the preparation of our young people for adulthood.

The Will County Regional School Office is actively involved in strengthening education to meet the demands of change and the effects it is having on students and their schools.

To provide technological background information, several speakers will address present conditions and future expectations for the State of Illinois, the workplace, and how the educational system is responding to these challenges.

Dr. Matthew J. Racich. Superintendent, Will County Education Service Region, will provide an overview of special assistance available through Will County and introduce the follow speakers:

*Mr. Robert Langlois, President
Langlois Associates, Chicago, Illinois
"Working in a Technological Age"

Robert Langlois' background includes classroom teaching, developing one of the first non-profit data processing centers in the world, designing and implementing an economic information system for the Middle Eastern Government of Kuwait, as well as serving as Vice President of Kinetic Systems Corporation in Lockport.

In October, 1983, with nearly 25 years of computer systems

experience, he established his own consulting firm, Robert M. Langlois and Associates. With his office in Chicago, Bob is now dedicating his resources to creating and implementing programs and materials that teach people how to use computers.

* Mr. David Baker, Executive Vice President
  Illinois Chamber of Commerce, Chicago, Illinois
  "The Future in Illinois"

Mr. Baker assumed his present position in July, 1980, after coming to Illinois in 1977 to design and administer the State Chamber's "Illinois 2000" goals program.

As Executive Director of the "Illinois 2000" goals program, Mr. Baker organized a three-year process which involved over 500 Illinoisans in a private-sector based examination of Illinois' economic future. The program's three-fold purpose was to determine the issues influencing the Illinois economy to the end of the century; establish long-range goals for the State based on these issues; and implement strategies to achieve these goals. Implementation will continue through the Eighties.

Mr. Baker has also made numerous presentations to Illinois educational groups and testified before Congress on the critical links between education and business in training and retraining people for Illinois' new technology future.

* Dr. John Washburn, Manager
  Research and Development Section
  Department of Adult, Vocational and Technical Education
  Illinois State Board of Education
  "Education for Technology in Illinois"

Dr. Washburn has been the manager of the Research and Development Section of the Department of Adult, Vocational and Technical Education since the Fall of 1980. He has been instrumental in providing leadership for the extensive Education for Employment program conducted by the Illinois Board of Education. Dr. Washburn has been responsible for over seven million dollars of state and federal grants related to research, curriculum, guidance and professional development in vocational education.

Appendix

NEWS RELEASE May 1, 1984

Dr. Washburn has been a high school classroom teacher, a vocational education administrator, and worked with EMH students to develop their entry level employment skills.

Dr. Washburn is a concerned parent who knows his children are going to have to deal with new technology being developed right now. He feels that as a manager he is involved in working with people as they help schools to prepare youth and adults for work addressing the need for providing job training that simulates technology used in business and industry.

As a taxpayer, he is concerned that we have a well-educated citizenry that is productively employed. People must be able to read, write, compute, and think and possess the technical and personal skills necessary to meet employers need for a skilled workforce.

Will County is one of eight Education for Technology Employment project sites in a state network. The Will County site is administered by Dr. Matthew J. Racich, Superintendent, Will County Educational Service Region, and directed by Dr. Tom Boldrey and Ms. Donna C. Fuson.

Appendix

WILL COUNTY MEDIA

1. Editor, The Enterprise, 519 W. Lockport, Plainfield, IL 60544
2. Editor, Farmer's Weekly Review, 100 Manhattan Road, Joliet, IL 60433
3. Editor, The Herald-News, 300 Caterpillar Drive, Joliet, IL 60435
4. Editor, The Jolly Shopper, 820 E. 9th, Lockport, IL 60441
5. Editor, The Labor Record, 2435 Glenwood, Joliet, IL 60435
6. Editor, The Lockport Telegraph, 901 S. State, Lockport, IL 60441
7. Editor, Pendry Labor Publications, 2112 W. Jefferson, Joliet, IL 60435
8. Editor, Romeoville Metropolitan Newspaper, N. Frontage & Murphy Roads, Bolingbrook, IL 60439
9. Editor, The Plainfield Shopper, 2322 Plainfield Road, Crest Hill, IL 60435
10. Editor, Wilmington Advocate, 102 N. Water, Wilmington, IL 60481
11. Editor, The Free Press, 111 S. Water, Wilmington, IL 60481
12. WAJP-FM, 451 Ruby, Joliet, IL 60435
13. WCCQ, 1520 Rock Run Drive, Crest Hill, IL 60435
14. WJOL, 601 Walnut, Joliet, IL 60432
15. WJRC, 57 W. Jefferson, Joliet, IL 60435
16. WLRA-Radio Station, Lewis University, Lockport Township, Lockport, IL 60441
17. WFBN-TV Channel 66, 1411 Cora, Joliet, IL 60435
18. WDND, Box 119, Wilmington, IL 60481
19. Editor, The Crete Record, 534 First Street, Crete, IL 60417
20. Editor, The Daily Journal, 8 Dearborn Square, Kankakee, IL 60901
21. Editor, Beacon Sun, 349 N. Schmidt Road, Bolingbrook, IL 60439
22. Editor, The Braidwood Journal, 268 E. Main, Braidwood, IL 60408
23. Editor, New Lenox Community Reporter, 1234 Cedar Road, New Lenox,IL 60451
24. Editor, Star Publications, 20 S Rt. 45, Frankfort, IL 60423
25. Editor, The Peotone Vedette, Peotone, IL 60468

Technological age discussed at meeting

5-9-84

A look at the technological age, its impact on the workforce and the role of the schools in providing specialized training were part of a report presented Tuesday night for some 100 community and educational leaders.

During the two-hour session at the Louis Joliet Renaissance Center, David Baker, executive vice president of the Illinois Chamber of Commerce, outlined what he considers "bright lights" on the economic horizon for Illinois.

He listed the many pluses, such as the natural resources, its location, the highly skilled workforce available for retraining and the state's diversified economy.

He cited a six-point cooperative program needed to improve the business-job environment in the state

They included: "Get our act together and get as much federal help as possible; overcome strong regional differences; mobilize public and private schools; work cooperatively at the local level; seek to maintain the basic fiscal stability of the state, and work together to handle big business."

Dr. John Washburn of the Department of Adult, Vocational and Technical Education for the Illinois State Board of Education, discussed the need for schools to train students for the world of work by teaching them " to read, write, compute and think."

'We must be ready to provide the opportunity for such specialization whether it is at the high school level or in adult programs," he said. "There are exciting times ahead. I'm not sure how the schools can control technology or the changing labor force. But we can prepare for what will be happening," said Washburn.

Some jobs of the future will require high-tech training while others can be filled by young people finishing high school or junior college. On the other hand, he said schools can teach other skills such as being one time, dressing appropriately and being loyal.

Robert Langlois, president of Langlois Associates in Chicago and a former teacher, developer of one of the first non-profit data processing centers and vice president of Kinetic Systems Corp. in Lockport, discussed the communication gap between those who work with computers and those who do not.

The speakers introduced by Dr. Matthew Racich, Will County Regional school superintendent, agreed on the need for curriculum changes and the importance of encouraging industry to share its hi-resources with the schools.

Racich and the speakers praised the Lockport Township High School program which allows students to spend time at the Kinetic Systems Corp. in Lockport. The school could not afford such hi-tech machines for student use, the audience was told.

Racich said Will County is one of eight education for technology employment project sites in a state network. It is administered by Racich with Dr. Tom Boldrey as director aided by Donna C. Fuson.

Beth Hurst, head of the Career Guidance Center at Joliet Junior College, said it is one of 12 such centers established by the Illinois state board. She works with public and private schools and adults and young people.

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Appendix